**Chicago Art Institute**

**www.artic.edu**

**History**

**Mission Of Our Museum**

The Art Institute of Chicago collects, preserves, and interprets works of art of the highest quality, representing the world’s diverse artistic traditions, for the inspiration and education of the public and in accordance with our profession’s highest ethical standards and practices.

**Historical Overview**

The Art Institute of Chicago was founded as both a museum and school for the fine arts in 1879. Its first collections consisted primarily of plaster casts. The Art Institute found its permanent home in 1893, when it moved into a building at the intersection of Michigan Avenue and Adams Street. That building remains the "front door" of the museum even today. A research library was constructed in 1901; eight major expansions for gallery and administrative space have followed, with the latest being the Modern Wing, which opened in 2009. The permanent collection has grown from plaster casts to nearly 300,000 works of art in fields ranging from Chinese bronzes to contemporary design and from textiles to installation art. Together, the School of the Art Institute of Chicago and the museum of the Art Institute of Chicago are now internationally recognized as two of the leading fine-arts institutions in the United States.

**The Years of The Chicago Art Institute**

*1879-1913* The Formative Years

*1916-1939* Bridging the Tracks

*1955-1977* Expansion at Mid-Century

*1985-2000* At Century’s End

*2000-2012* The Era of Greatest Growth

**Exhibits**

**Material Translations: Japanese Fashion from the School of the Art Institute of Chicago**

Being displayed in gallery 109 to celebrate the 25th year of the school of the Art Institute’s Fashion Resource Center. This exhibit showcases garments that took the fashion world by a storm and brought Japanese designers to the fore. The exhibit provides examples of the most innovative designs from the 1980s through the 2000s. This is a good exhibit to visit to discuss culture in other regions of the world.

**Picasso and Chicago**

To celebrate the special 100-year relationship between Picasso and Chicago, Chicago Art Institute is bringing together over 250 of the finest examples of the artist’s paintings, sculptures, prints, drawings, and ceramics. In 1913 the Art Institute of Chicago was the first museum in the country to present the work of Pablo Picasso. The Picasso and Chicago exhibit could be integrated into a lesson where the students would be comparing their own artwork to the artwork of others. Instead of having to use pictures and books to find artwork to compare, they would be able to have a concrete visual to compare to.

**They Seek a City: Chicago and the Art of Migration 1910-1950**

Being shown in galleries 182-184, this exhibit is the first exhibit to focus on the art produced by the wonderfully diverse communities that made Chicago their home. During the first half of the 20th century, Chicago was shaped and reshaped by waves of migration and immigration as African Americans poured in from the South and newcomers arrived from Europe and Mexico. The exhibit traces Chicago’s rich and dynamic cultural development and explores some of the most important social and artistic questions of the early 20th century. This is a good exhibit to visit when discussing migration and immigration throughout the world.

**Focus: Vincent Fecteau, New York**

Vincent Fecteau is known for transforming materials such as foamcore, seashells, string, rubber bands, paper clips, walnut shells, and popsicle sticks into meticulously handcrafted sculptures. Constructed of papier-mâché, his objects reflect his interest in architecture and design and stand as uncompromising, wholly distinctive creations. Without relying on preparatory sketches, the artist begins with the same spherical shape, which is contorted and reworked, rendering the original form barely recognizable. Fecteau’s layering of materials and textures reveals a creative process that is an apparent study in opposites—minimal and ornate, strong and lightweight, random and planned, discordant and harmonious. This exhibit would allow your students to see that art can come from anything. Art is all around if you just look hard enough.

**Standards  
Visual Arts  
 Kindergarten**

GLE 3.3 Describe subject matter, symbols, and ideas in others’ art.  
 ✓3.3 Describe, in a developmentally appropriate way, subject matter, symbols, and  
 ideas in others’ artwork.

SPI 3.3.2. Identify subject matter, symbols, and ideas in others art.

**Fifth Grade**

GLE 3.3 Critique subject matter, symbols, and ideas in art.

✓3.3 Investigate similarities and differences in subject matter, symbols, and ideas

between one’s own artwork and the artwork of others (peers and mentors)

SPI 3.3.2 Compare and contrast subject matter, symbols, and ideas in artworks of

others.

**Social Studies**

**Second Grade**

2.1.01 Understand the diversity of human cultures.  
 a. Recognize most cultures preserve important personal and public items from  
 the past.

b. Recognize communities have customs and cultures that differ.

c. Recognize patterns of cultural traits such as language, religion, and family

structure.

**Fourth Grade**

4.1.02 Discuss cultures and human patterns of places and regions of the world.

a. Explore similarities and difference in how groups, societies, and cultures

address similar.

b. Compare how people from different cultures think about and handle their

physical environments and social conditions.

**English/Language Arts**

GLE 0501.2.4 Participate in teams for work and discussion.

✓0501.2.10 Create and deliver an oral presentation using visual aids or props.

SPI 0501.2.4 Organize ideas in the most effective order for an oral presentation.